DOCUMENT RESUME

ED 100 576 32 RC 008 266

TITLE	Annual Report of the Texas Child Migrant Program, ESEA, Title 1, 1974.
INSTITUTION	Texas Education Agency, Austin. Div. of Evaluation.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Nov 74
NOTE	32p.; For related document, see ED 085 155
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Alternative Schools; Annual Reports; Elementary Secondary Education; Enrichment Programs; *Instructional Programs; Mathematics; Migrant Child Education; *Migrant Children; Parent Participation; *Program Descriptions; *Pupil Personnel Services; Reading; *Summer Programs; Tables (Data); Test Results
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *Texas

ABSTRACT

Instructional programs, pupil services, program personnel, and the summer migrant program and institute were described in this annual report. Programs were operated in grades K-12 (with a special preschool for 4-year-olds), serving 59,417 migrant children in 177 Texas school districts during the 1973-74 school year. Affording pupils comparable instructional hours, 16 school districts operated on a State funded extended day 7 month school year, an alternative designed to meet the special needs of migrant children. Enrichment programs included one or a combination of the following plans: extra daily services to provide supplementary instruction, utilizing a resource teacher in the classroom, a circulating supplementary teacher, or teacher aides; an extended day program, providing additional instruction after school; or self-contained classrooms (nongraded migrant pupils only). Program objectives were to provide social services, clothing, transportation, fees, guidance, counseling, psychological services, dental and medical services, and food, as well as instructional activities focusing on reading, oral language development enrichment experiences, English language arts, and mathematics. General conclusions were that the reading ability of migrant students is improving and that some students (48 percent) are showing gains in mathematics. (JC)

ED100576

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ANNUAL REPORT
OF THE
TEXAS CHILD MIGRANT PROGRAM
ESEA, TITLE I

1973-74

Division of Evaluation
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-4448

November, 1974

RC 008 266

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

The migrant farm worker is part of a distinct culture in American society. The typical Texas migratory farm worker is male, married, about 45 years old with two years or less of schooling. He is supporting a family of six or more individuals on a below poverty level income from 28 weeks of work each year. A recent study of migrant groups reported by the Texas Good Neighbor Commission found the typical family to be 40 percent children under 16 years of age and 60 percent adults when traveling as a unit. Children of migratory farm workers, well schooled with the migrant's desire to work and earn his own way, deserve an environment of educational opportunities tailored to their needs and limited chances to attend school. They need education and training that will allow them the opportunity to gain admittance to careers which provide an environment of better economic security.

Utilizing funds from the Elementary and Seconday Education Act, Title I Migrant, Texas educators have attempted to meet the special needs of 59,417 children of migratory farm workers during the 1973-74 school year. One hundred and seventy-seven school districts operated programs approved for migrant funding. Sixteen of these districts also operated a State funded extended day seven-month school year to better fit the migratory patterns of certain students.

A baseline assumption released by the U. S. Office of Education indicates that the average yearly grade equivalence gain of the educationally deprived child is .670. This means that nationwide the educationally deprived child is averaging a gain of .67 month per month of instruction. Children in the Texas Child Migrant Program gained an average of .80 month per month of instruction in reading and .82 month per month of instruction in mathematics. Also, 45 percent of the students in the reading programs and 48 percent of those in the mathematics programs showed gains equal to or greater than those expected of the general population, (i.e., a gain of 1.0 month per month of instruction). Recognizing the importance of the individuals directing, conducting and supporting these programs, the Texas Education Agency has continued to offer massive staff development training for all professional and all support personnel who strive to meet the needs of the children of migratory farm workers.

M. L. Brockette
Commissioner of Education

TEXAS EDUCATION AGENCY

State Board of Education

Vernon Baird, Fort Worth
James M. Binion, Abilene
Joe Kelly Butler, Houston
Carlisle Cravens, Arlington
W. H. Fetter, La Marque
Omar Garza, M.D., Edinburg
Joseph C. Gathe, M.D., Houston
E. R. Gregg, Jr., Jacksonville
Mrs. Johnnie Marie Grimes, Dallas
George C. Guthrie, San Antonio
Jesse Herrera, San Antonio
Ben R. Howell, El Paso
E. M. Huggins, Jr., Fulshear
Dr. William N. Kemp, Houston
Paul Mathews, Greenville
Dr. Stanley B. McCaleb, Richardson
Duane J. McCullough, Corpus Christi
Frank M. Pool, San Angelo
Glen L. Smith, Waco
Mrs. Ronald Smith, Fort Worth
Mrs. Jane H. Wells, Austin
James H. Whiteside, Lubbock
Herbert O. Willborn, Amarillo

M. L. Brockette, Commissioner of Education

L. Harlan Ford, Deputy Commissioner
for Programs and Personnel Development

Alton O. Bowen, Deputy Commissioner
for Administrative Services

Charles W. Nix, Associate Commissioner for Planning

AN EVALUATION BY THE DIVISION OF EVALUATION

Andrew T. Nutt, Director

Rick Hardebeck, Program Director

Joseph P. Hegarty, Consultant

Carl Defibaugh, Consultant

John Cadena and Pamela Tackett, Statisticians

Rose Mary Saldaña, Phyllis Schoenfeld, and Becky Davis, Clerical Assistants

OF PROGRAMS ADMINISTERED BY THE MIGRANT
AND PRESCHOOL DIVISION

Lee Frasier, Program Director

Oscar Cantú, Consultant

Rosalind Eathorne, Consultant

Robert D. Martínez, Consultant

Armando E. Talamántez, Consultant

Eliseo S. Torres, Consultant

Juanita Alba Zamora, Consultant

Sheila McFadin, Consultant

Jeanette G. Love, Consultant

Ricardo E. Pérez, Consultant

CONTENTS

INTRODUCTION 1
Regulations 1
Purposes 1
Philosophy 1
Program Description 2
Funding of the Program 3
PARTICIPATION 4
Pupils 4
Parents 7
PUPIL SERVICES 9
INSTRUCTIONAL PROGRAM 9
TEST DATA 15
PERSONNEL IN THE MIGRANT PROGRAM 18
Summer Institutes 18
TEXAS SUMMER CHILD MIGRANT PROGRAM 20
CONCLUSIONS AND RECOMMENDATIONS 24

LIST OF TABLES

Table 1	ESEA, Title I Migrant Funds Encumbered in FY 1974	4
Table 2	Participation by Grade Level	7
Table 3	Comparison of Parental Involvement for FY 72, FY 73, and FY 74	8
Table 4	Participation of Migrant Pupils in Pupil Services	10
Table 5	Dollars Expended for Pupil Services	11
Table 6	Dollars Expended for Food Services	11
Table 7	Per Pupil Expenditures for Pupil Services	12
Table 8	Participation and Per Pupil Expenditures for Food Services	12
Table 9	Per Pupil Expenditures in the Migrant Program for Instructional Activities	14
Table 10	Instructional Activities	15
Table 11	Reading Test Results	17
Table 12	Mathematics Test Results	17
Table 13	Personnel in the ESEA, Title I Migrant Program	19
Table 14	Expenditure of ESEA, Title I Migrant Funds for 1974 Summer Programs	21
Table 15	Participation of Pupils in ESEA, Title I Migrant Summer Activities	22
Table 16	Personnel in the Migrant Summer Program	23

LIST OF FIGURES

Figure A	Participation Trends	5
Figure B	Participation of Districts	6
Figure C	The Migrant Dollar Services	13
Figure D	The Migrant Dollar Instruction	16

0008

INTRODUCTION

Regulations

The regulations for Title I of the Elementary and Secondary Education Act of 1965, PL 89-10, as amended, require the following as indicated in Section 116-22:

> There must be at least an annual evaluation of the program, including appropriate objective measurements of educational achievement and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm. The type of measurement used by a local educational agency should give particular regard to the requirement that the State Educational Agency report to the U.S. Commissioner of Education on the effectiveness of the programs in that State in improving the educational achievement of participating children.

Purposes

As stated above, it is a federal mandate that an annual statewide evaluation of ESEA, Title I Migrant be conducted and results reported to U.S. Commissioner of Education. Among the other purposes of the evaluation process are the following:

- To assure the U.S. Commissioner of Education and the Congress that the funds expended in Texas were used to supplement migrant education.
- To provide the local school districts with some indicators of program quality which the districts might use for decision making while, at the same time, meeting the need for State information.
- To provide personnel in the Migrant and Preschool Division of the Texas Education Agency with information to assist in program planning and approval for the succeeding year.
- To provide a discussion of issues relevant to effective functioning of the Migrant Program.

Philosophy

The philosophy under which the Texas Child Migrant Program funded through ESEA, Title I Migrant operates is described in An Administrative Guide for Programs for the Education of Migrant Children produced by the Migrant and Preschool Division of the Texas Education Agency, Austin, Texas in the fall of 1972.

The Texas Child Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children; opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.

As a result of his mobility and his difficulties in the use of English as a second language or due to his problem with English because of his dialect, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- a program that will help the migrant realize his highest potential, creatively and usefully, and

- a program that will prepare him to take his place in the mainstream of the educational program.

Participants in the Texas Child Migrant Program must meet the following definition according to the United States Office of Education.

A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Program Description

Descriptive data on the FY 1974 Title I Migrant Program were gleaned from the completed Annual Information Report of the Texas Child Migrant Program Funded Through ESEA, Title I Migrant, 1973-74.

Of the 177 Texas school districts approved and funded to operate Title I Migrant programs during the 1973-74 school year, 170 (96 percent) returned the Annual Information Report with data adequate for State reporting purposes.

The Texas Child Migrant Program is operated in grades K-12 and a special migrant preschool for four-year-olds. There are two types of program structures for the migrant population of a district, the seven-month program and the enrichment program. During the 1973-74 school year, 16 school districts in the Rio Grande Valley and other areas of South Texas operated a seven-month program. This type of program is designed to compensate for the inability of these migrant children to attend school the entire ten-month term. Because of the migration patterns of their families these children return to their home base area in the latter part of October and leave in the latter part of April. This type of school operates for a minimum of one hundred and thirty-five (135) instructional days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program.

The Foundation School Program designed a special teacher allocation formula to assure that classrooms do not become overcrowded during peak enrollment periods. The formula allocates teachers on the three peak reporting periods rather than the usual six reporting periods, thus providing a maximum number of teachers from State funds.

The enrichment program for migrants in grades K-12 may be operated on various plans. According to its needs and situation, a school district may operate one or a combination of the following plans:

- Extra services during the day to provide supplementary instructional activities with a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides providing additional services;

- An extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction after school; and

- Self-contained classrooms which contain only migrant pupils in a nongraded structure.

In all of these program structures the objectives have been to provide the migrant pupils with social services (attendance services), clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food in support of instructional activities which focus on reading, oral language development, enrichment experiences, English language arts, and mathematics. Other objectives have continued to place special emphasis on parental involvement programs during the 1973-74 school year. Staff development activities have been provided for personnel involved with the migrant program.

The migrant preschool program has the following general objectives:

- To establish an educational environment in which four-year old migrant children are provided opportunities to develop intellectually, socially, physically, and emotionally;

- To provide opportunities for parents of these children to participate more effectively in the school community and to assume more effective responsibility for enhancing the educational development of their children; and

- To increase the effectiveness of instructional personnel who work with these children through a parental activities program which will deepen understanding of the special needs and characteristics of the migrant family.

Related to these general objectives, the program provides various pupil services and parental involvement activities, as well as instructional activities for the child. Special staff development efforts provide school personnel with an understanding of the migrant child, his language, and his culture.

Funding of the Program

During the 1973-74 fiscal year, $12,859,088 in Title I Migrant funds were made available to 170 participating Texas school districts. Title I Migrant funds

BEST COPY AVAILABLE

are categorical aid designed to provide instruction and services over and above that already provided by the local school district. Table 1 shows the amount and percent of ESEA, Title I Migrant funds encumbered for each of the areas listed.

TABLE 1

ESEA, TITLE I MIGRANT FUNDS ENCUMBERED IN FY 1974

AREA OF EXPENDITURES	ESEA, TITLE I MIGRANT FUNDS ENCUMBERED	PERCENT OF TOTAL ESEA, TITLE I MIGRANT FUNDS ENCUMBERED
Staff Development	$ 140,448	1.1%
Instructional Personnel	8,505,655	66.2%
Instructional Materials and Supplies	712,828	5.5%
Pupil Services (Personnel)	1,168,207	9.1%
Pupil Services (Materials & Supplies)	694,394	5.4%
Program Planning and Development	134,582	1.0%
Program Evaluation and Research	94,128	.7%
Dissemination and Replication	35,410	.3%
Instructional Media Selection, Acquisition, Development and Use	232,436	1.8%
General Administration	696,627	5.4%
Equipment	275,910	2.2%
Construction and Remodeling	3,035	.0%
Parental Involvement	165,428	1.3%
TOTAL	$12,859,088	100.0%

PARTICIPATION

Pupils

For the 1973-74 school year, 59,417 students participated in migrant programs operated in 177 school districts. Sixty-four of the 177 districts formed five cooperatives to operate migrant programs. Figure A illustrates the increase in the number of participants in the migrant program since its beginning in 1964. The number of participants has increased at a steady rate since 1969. Figure B illustrates the increase in the number of districts operating programs over the same 11 year period. The number of participating districts has increased at a consistent rate since 1970. Table 2 displays this participation of migrant pupils by grade level. The data in the remaining portions of the report are based on the information received from the 170 districts submitting useable reports to the Texas Education Agency.

Figure A
PARTICIPATION TRENDS

BEST COPY AVAILABLE

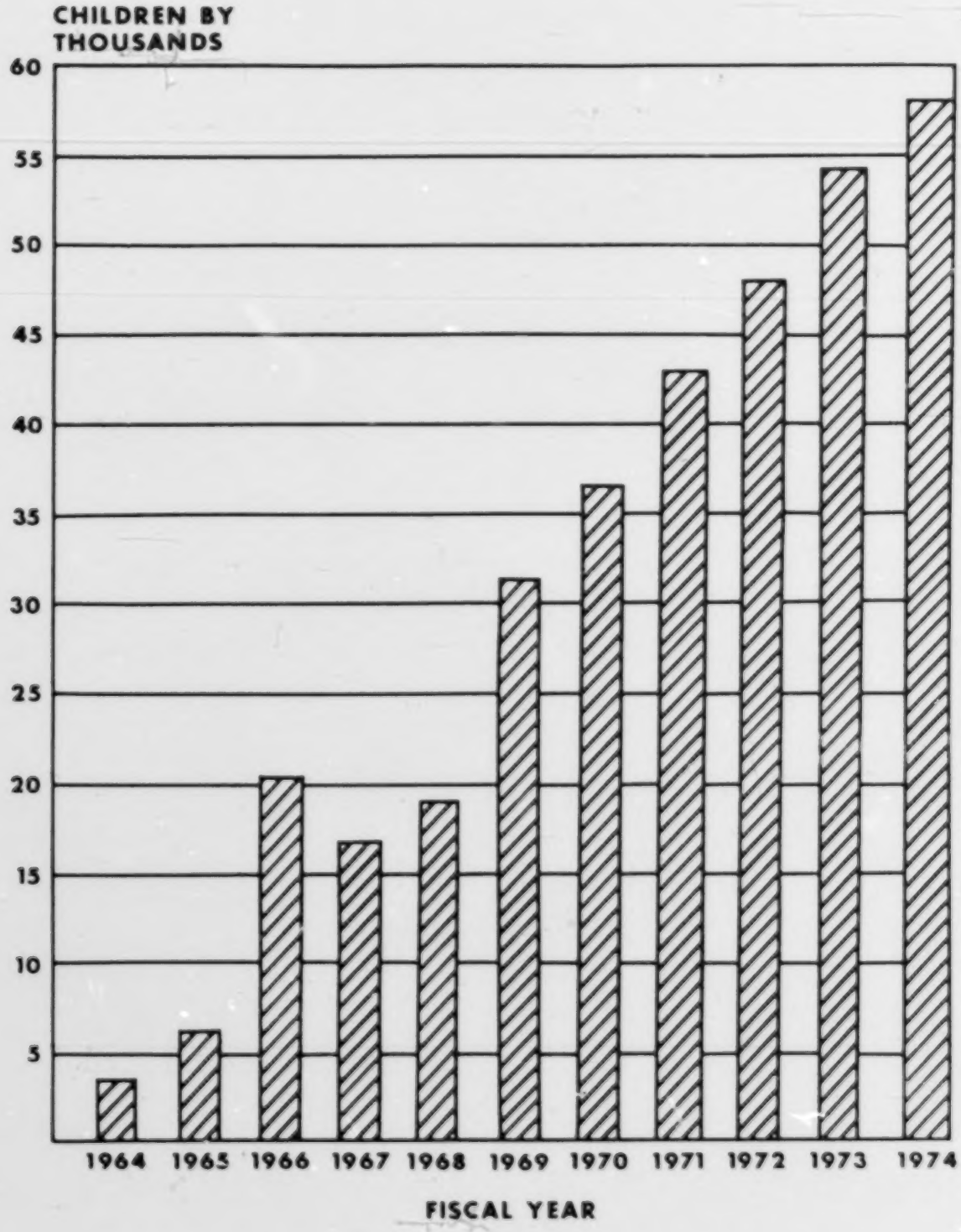


Figure B
PARTICIPATION OF DISTRICTS

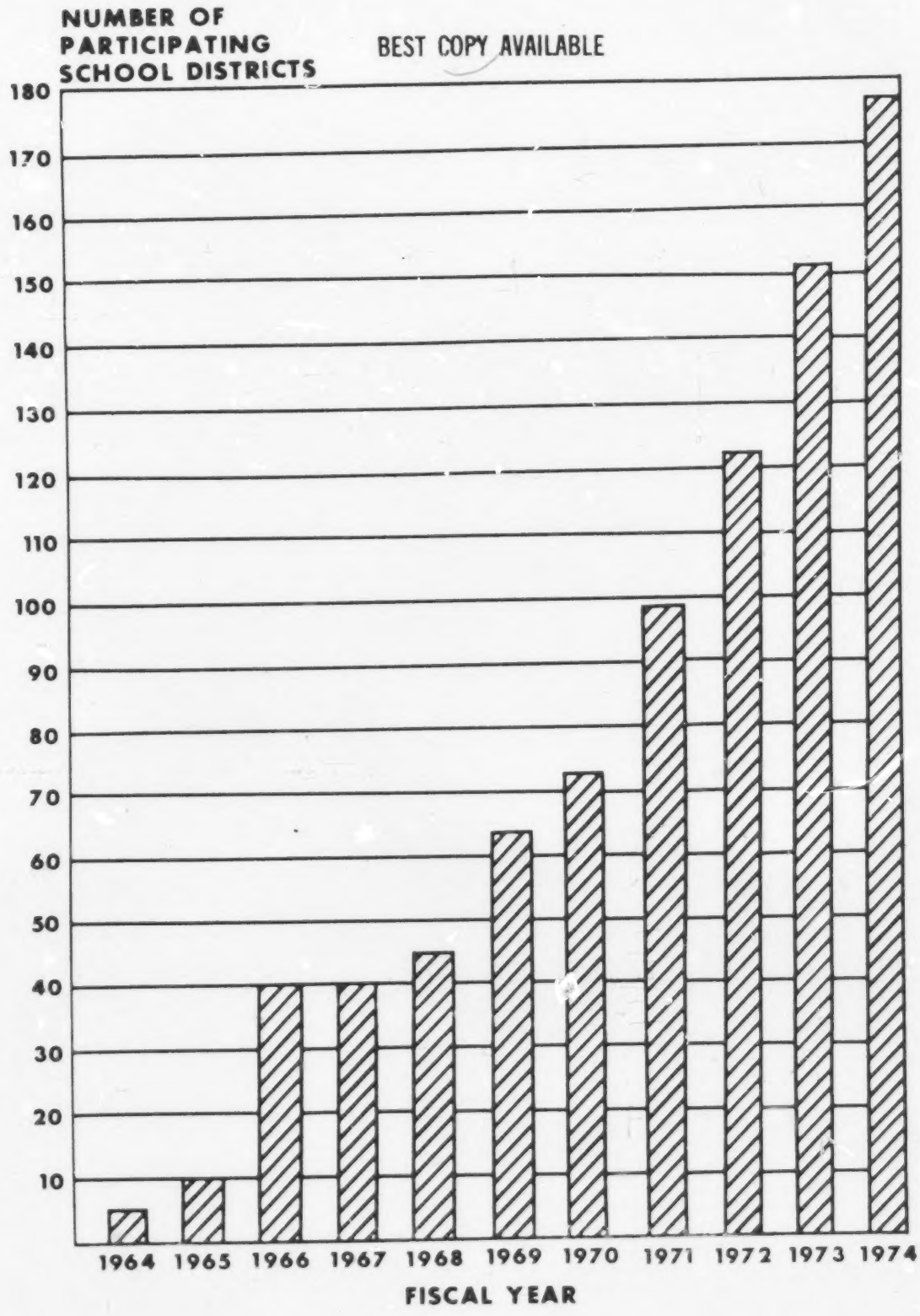


TABLE 2

PARTICIPATION BY GRADE LEVEL

BEST COPY AVAILABLE

GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF TOTAL NUMBER OF STUDENTS
Pre-Kindergarten	2,133	3.8
Kindergarten	3,951	7.1
1	5,980	10.8
2	5,638	10.2
3	5,444	9.8
4	5,415	9.8
5	5,057	9.1
6	4,577	8.3
7	4,410	8.0
8	3,600	6.5
9	2,666	4.8
10	1,761	3.2
11	1,299	2.3
12	1,068	1.9
Ungraded	1,990	3.6
Special Education	435	.8
TOTAL	55,424	100.0

Ninety-six percent of the students who participated in the migrant program were reported to be Spanish-surnamed.

Approximately 69 percent of the students served by programs funded through ESEA, Title I Migrant were elementary level, grades K-6.

Parents

Parental involvement activities are based on the recognition that educators cannot hope to improve the classroom performance of children from migrant backgrounds without involving their parents in the process.

Data reported concerning the number of parents or guardians participating in parental involvement activities, shows an increase from last year in the number of participants for 10 of the 16 specified activities and a decrease in the other six activities. Table 3 displays the data collected from the three years.

TABLE 3

COMPARISON OF PARENTAL INVOLVEMENT FOR FY 72, FY 73, AND FY 74

BEST COPY AVAILABLE

NUMBER OF PARENTS (GUARDIANS) INVOLVED			ACTIVITIES
1972	1973	1974	
599	819	622	Program aides (to teachers, counselors, librarians, administrators)
162	143	267	Medical aides
272	140	183	Lunchroom aides
245	193	261	Instructional resource persons
834	1,024	902	Advisory Committees
1,394	1,332	1,176	Chaperones
269	242	291	Interpreters
170	104	115	Counselors for dropouts, delinquents, etc.
409	547	516	Providing transportation
7,979	8,906	9,762	Parent-teacher conferences
1,801	1,367	1,485	Adult education classes or study groups
1,512	1,903	3,461	Received home visits by teachers of special education classes
14,177	14,772	16,658	Received home visits by other members of the school staff
21,019	16,117	15,232	Open house; special events for parents
8,830	7,622	5,150	PTA or other similar organizations
720	394	897	Assessment, planning, evaluation
214	1,280	4,887	Other
*	23,460	23,460	Total unduplicated number of parents (guardians) of migrant pupils involved in the above activities

*This figure was not requested in 1972.

PUPIL SERVICES

BEST COPY AVAILABLE

Pupil services are provided with ESEA, Title I Migrant funds in support of the instructional program. According to the data reported and displayed in Table 4, nearly all students (more than 98 percent) who received services were also in instructional programs funded through ESEA, Title I Migrant. Also indicated in Table 4, are the number and percent of pupils who received services from agents other than the local school districts. Information about the instructional program status of pupils receiving food was not collected. Tables 5 and 6, indicate the amount of ESEA, Title I Migrant funds and funds from other sources expended for each service. These tables also show the percent of the funds, both Migrant and other, expended for each service.

The funds from sources other than Title I Migrant for food services are shown in three categories: National School Lunch Programs, Special Milk Programs, and others. The percent columns from these three categories along with the last column from Table 5 complete the total (100 percent) distribution of these funds. It should be noted that by far the largest expenditure from non-migrant funds, nearly 80 percent, was to provide lunches for migrant students. Social and medical services, accounted for the largest expenditures of migrant funds for pupil services, slightly more than 20 percent each. The greatest gain from the percentages of 1972-73 was in guidance and counseling services, which increased from 13.7 percent to 16.3 percent. Information related to pupils served and per pupil expenditures for services are displayed in Tables 7 and 8. Again, by far the largest expenditure provided lunches for migrant students.

Figure C illustrates graphically the spending of the migrant dollars for services.

INSTRUCTIONAL PROGRAM

There were eleven different instructional areas funded through ESEA, Title I Migrant with the most emphasis being placed on reading, oral language/language development, enrichment experiences, English language arts, and mathematics.

Of the total ESEA, Title I Migrant funds encumbered, 75.7 percent were expended for instructional activities (Refer to Table 1). Table 9 displays the number of students who participated in each of the instructional activities, the cost per pupil using all sources of funds and the per pupil expenditures of ESEA, Title I Migrant funds.

TABLE 4

PARTICIPATION OF MIGRANT PUPILS IN PUPIL SERVICES

BEST COPY AVAILABLE

TYPE OF PUPIL SERVICE		Migrant Children Who Received the Service From the District		Migrant Children Who Received Services and Were Involved in Title I Migrant Instructional Activities		Migrant Children Who Received Services From Agents Other Than the Local District	
		Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Social Services		34,100	61.5%	34,065	99.9%	3,457	6.2%
Clothing		9,800	17.7%	9,725	99.2%	1,360	2.5%
Transportation		18,674	33.7%	18,592	99.6%	415	.7%
Fees		5,644	10.2%	5,628	99.7%	174	.3%
Guidance and Counseling		27,555	49.7%	27,515	99.8%	987	1.8%
Psychological Service		2,034	3.7%	2,024	99.5%	112	.2%
Dental:	Screening	31,533	56.9%	30,669	97.3%	3,967	7.2%
	Referral	6,408	11.6%	6,186	96.5%		
Medical:	Screening	42,463	76.6%	41,052	96.7%	4,473	8.1%
	Referral	9,266	16.7%	8,228	88.8%		
Food Service:	Breakfast	11,250	20.3%			319	.6%
	Snack	9,396	17.0%			170	.3%
	Lunch	48,031	86.7%			1,763	3.2%

BEST COPY AVAILABLE

TABLE 5

DOLLARS EXPENDED FOR PUPIL SERVICES

TYPE OF PUPIL SERVICE	ESEA, Title I Migrant Funds Encumbered for Each Service		Funds From Other Sources Encumbered for Service	
	Amount	Percent of Total	Amount	Percent of Total
Social Services	$419,194	22.5%	$124,731	2.7%
Clothing	119,985	6.4%	20,467	.4%
Transportation	196,062	10.5%	97,377	2.1%
Fees	15,309	.8%	9,481	.2%
Guidance and Counseling	302,663	16.3%	164,368	3.6%
Psychological Service	7,602	.4%	21,599	.5%
Dental Services	212,790	11.4%	37,555	.8%
Medical Services	432,639	23.2%	100,041	2.2%

TABLE 6

DOLLARS EXPENDED FOR FOOD SERVICES

COST AND PERCENT OF TOTAL FUNDS ENCUMBERED FOR PUPIL SERVICES FOR PROVIDING FOOD SERVICE TO MIGRANT CHILDREN								
FOOD SERVICE	Migrant Funds		Other Funds					
	ESEA, Title I Migrant		National School Lunch Programs		Special Milk Program		Other	
	Cost	Percent	Cost	Percent	Cost	Percent	Cost	Percent
Breakfast	$ 17,665	1.0%	$ 366,206	8.0%	$ 6,439	.1%	$3,677	.1%
Snack	115,191	6.2%	12,411	.3%	1,894	.0%	5,824	.1%
Lunch	23,801	1.3%	3,568,075	77.5%	61,698	1.3%	3,630	.1%

TABLE 7

PER PUPIL EXPENDITURES FOR PUPIL SERVICES

BEST COPY AVAILABLE

TYPE OF PUPIL SERVICE	Number of Students Receiving Services From District	Per Pupil Expenditures-ESEA, Title I Migrant Funds	Per Pupil Expenditures-Other Sources	Per Pupil Expenditures-Total Funds
Social Services	34,100	$ 12.29	$ 3.66	$ 16.56
Clothing	9,860	12.17	2.08	14.25
Transportation	18,674	10.50	5.21	15.71
Fees	5,644	2.71	1.68	4.39
Guidance and Counseling	27,555	10.98	5.97	16.95
Psychological Service	2,034	3.74	10.62	14.36
Dental Services	31,533	6.75	1.19	7.94
Medical Services	42,463	10.19	2.36	12.55

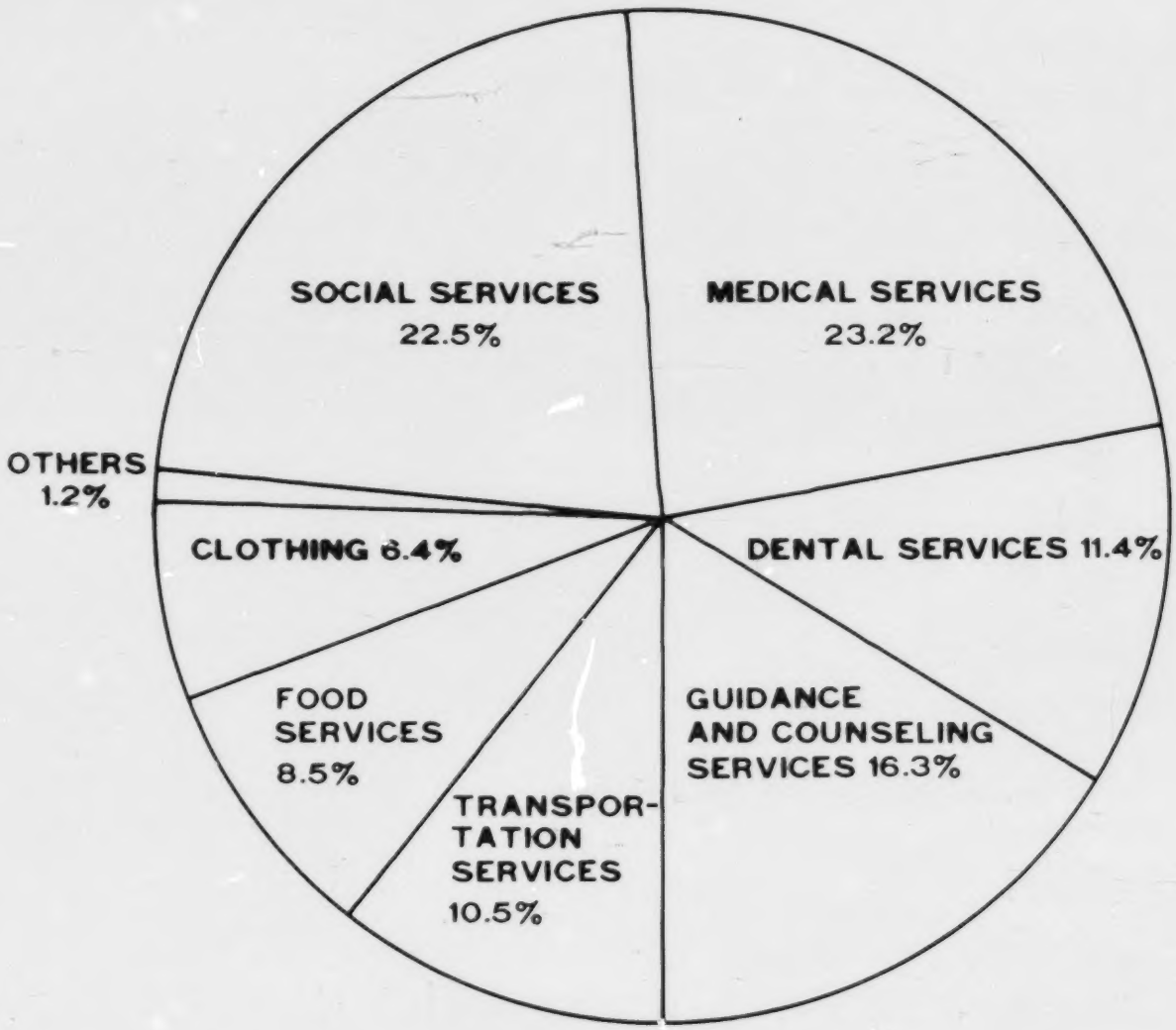
TABLE 8

PARTICIPATION AND PER PUPIL EXPENDITURES FOR FOOD SERVICES

FOOD SERVICE	NUMBER OF STUDENTS RECEIVING FOOD SERVICE	PER PUPIL COST OF PROVIDING FOOD SERVICE				
		PER PUPIL EXPENDITURES-ESEA, TITLE I MIGRANT	PER PUPIL EXPENDITURES-NATIONAL SCHOOL LUNCH PROGRAM	PER PUPIL EXPENDITURES-SPECIAL MILK PROGRAM	PER PUPIL EXPENDITURES-OTHER SOURCES	PER PUPIL EXPENDITURES-TOTAL FUNDS
Breakfast	11,250	$ 1.57	$32.55	$ .57	$ .33	$35.02
Snack	9,396	12.26	1.32	.20	.62	14.40
Lunch	48,031	.50	74.28	1.28	.08	76.14

Figure C
THE MIGRANT DOLLAR
SERVICES

BEST COPY AVAILABLE



14.5% OF MIGRANT FUNDS WERE EXPENDED FOR SERVICES

BEST COPY AVAILABLE TABLE 9

PER PUPIL EXPENDITURES IN THE MIGRANT PROGRAM
FOR INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL ACTIVITY	NUMBER OF STUDENTS	PER PUPIL EXPENDITURES-ALL SOURCES	PER PUPIL EXPENDITURES-ESEA, TITLE I MIGRANT FUNDS
Reading	29,684	$ 175	$ 113
Mathematics	12,700	109	53
English Language Arts	19,481	83	45
Oral Language/Language Development	27,754	102	75
Preschool	5,713	393	291
Natural Sciences/ Social Sciences	11,667	39	19
Enrichment Experiences	19,823	48	29
Physical Education, Health, Safety, & Recreation	9,362	25	13
CVAE	583	140	28
Special Education	258	625	48
Bilingual Education	3,954	122	30

These programs were operated according to various techniques selected by the districts and utilized teachers and teacher aides funded through both ESEA, Title I Migrant and the Foundation School Program.

Table 10 indicates the number of reading and mathematics programs by the techniques or activities utilized in providing the instruction.

TABLE 10

INSTRUCTIONAL ACTIVITIES

BEST COPY AVAILABLE

INSTRUCTIONAL ACTIVITY (Techniques)	PROGRAMS UTILIZING ACTIVITY	
	Reading	Mathematics
Programs that are equipment-oriented	30	5
Programs that are technique or methodology oriented	22	13
Resource learning center with special assignment teacher	49	14
Resource learning center with regular classroom teacher and/or aide	35	11
Special assignment teacher providing supplementary instruction	49	16
Small group (2-6) or individualized instruction with teacher and/or aide	71	28
Instruction by regular classroom teacher in self-contained classroom	33	19

Figure D illustrates how the migrant instructional dollar was spent.

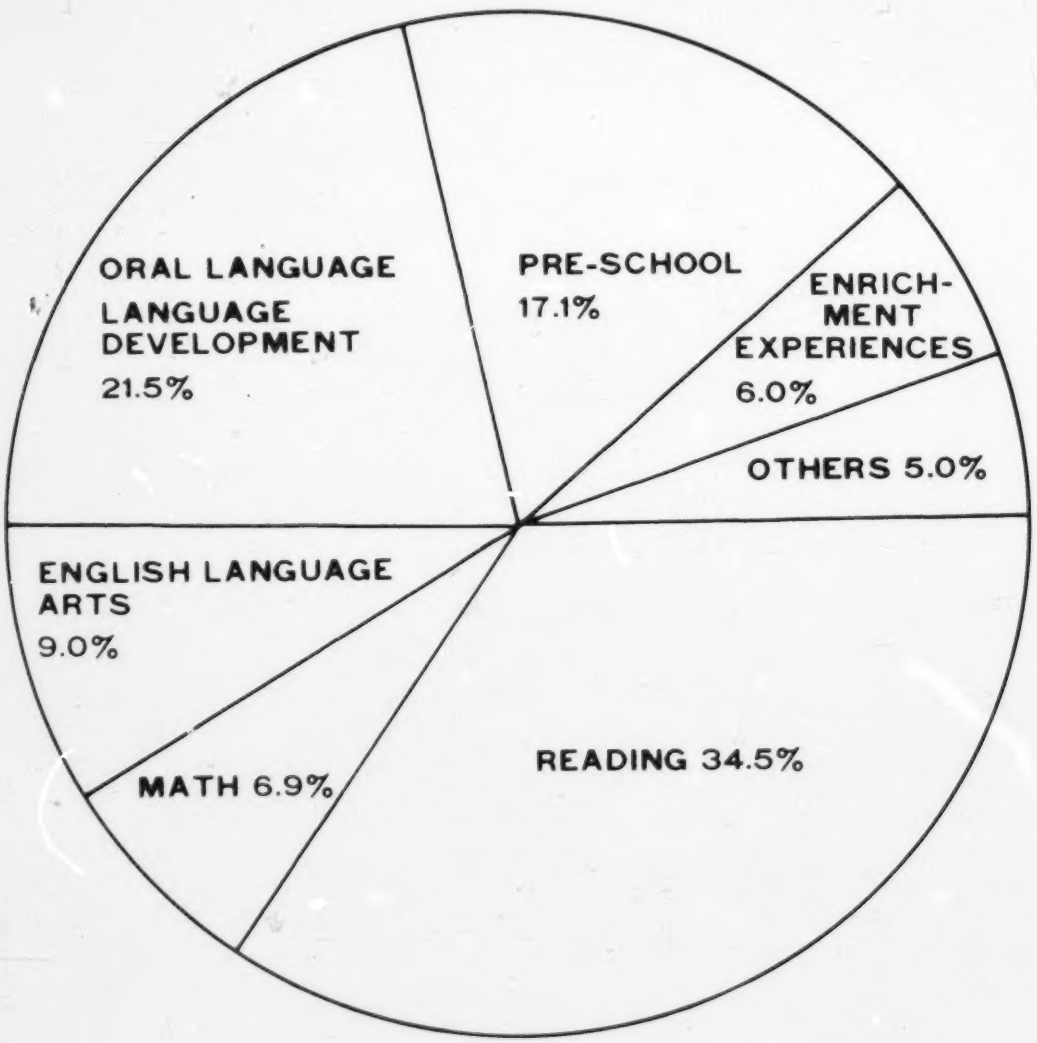
TEST DATA

Test data were collected for only the reading and mathematics programs. For purposes of this report, only information from districts which submitted usable data on pre- and posttesting were utilized. According to data received for the entire migrant program, 19,985 pupils, or 46 percent of the 35,059 pupils who participated in reading and/or mathematic activities, grades 2-12, were pre- and posttested. Usable test data were submitted for 10,575 pupils or 43 percent of the 24,475 pupils in reading programs. Of the 10,584 pupils in mathematics programs, usable test data were received on 5,410 pupils (51 percent). Tables 11 and 12 show the percent of students tested who gained one month or greater per month of instruction and the average gain per month of instruction by grade level. From Table 11 it can be seen that 45 percent of the pupils in the reading program gained 1.0 month per month of instruction or greater and that 48 percent of the pupils in the mathematics program gained at least one month per month of instruction.

Figure D

BEST COPY AVAILABLE

THE MIGRANT DOLLAR
INSTRUCTION



75.7% OF MIGRANT FUNDS WERE EXPENDED FOR INSTRUCTION

TABLE 11

READING TEST RESULTS

BEST COPY AVAILABLE

Grade Level	Number in Program	Number of Pupils Tested	Percent of Pupils Tested Showing Gains of 1.0 Month Per Month of Instruction and Greater	Average Gain Per Month of Instruction
2	3,704	1,486	49%	.93
3	3,703	1,713	46%	.84
4	3,864	1,530	40%	.73
5	3,395	1,656	46%	.83
6	3,001	1,487	40%	.64
7	2,676	1,141	50%	.83
8	1,992	831	49%	.78
9	1,011	297	53%	.87
10	541	234	47%	.76
11	330	101	45%	.71
12	258	99	45%	.60

TABLE 12

MATHEMATICS TEST RESULTS

Grade Level	Number in Program	Number of Pupils Tested	Percent of Pupils Tested Showing Gains of 1.0 Month Per Month of Instruction and Greater	Average Gain Per Month of Instruction
2	1,478	930	46%	.85
3	1,544	797	60%	1.10
4	1,636	942	45%	.77
5	1,526	866	50%	.89
6	1,322	946	39%	.59
7	1,141	394	47%	.81
8	839	325	54%	.91
9	541	87	30%	.47
10	327	103	38%	.52
11	142	13	31%	.03
12	88	7	14%	-.07

BEST COPY AVAILABLE

PERSONNEL IN THE MIGRANT PROGRAM

Personnel were reported according to involvement in the Migrant Program regardless of salary funding source. The number of personnel by specific assignment, the number who speak fluent Spanish, the number involved in staff development and the cost of those activities are shown in Table 13.

According to these data, slightly more than one half, or 56 percent of the personnel involved in the migrant program received special preparation for working with migrant students during the 1973-74 school year. Sixty-four percent of the teachers and teacher aides received some special preparation for working with migrant students.

The total cost of staff development activities was equally divided between migrant and non-migrant funds. Staff development for elementary teachers was financed primarily by migrant funds, while staff development for secondary teachers was mainly from other sources. The per person cost for all staff development activities was $80 yet the per person cost of staff development activities for librarians ranked highest at $195.

According to these data there was a pupil - teacher ratio of almost twenty-eight to one (28-1) in the migrant program.

Summer Institutes

Summer institutes were held for personnel in the Texas Child Migrant Program, 1973-74, during the summer of 1973.

The summer institute programs were designed:

- To implement Texas Education Agency's performance objective pilot project with emphasis on:
  - oral language
  - reading
  - mathematics
- The above subject areas included:
  - bilingual approach
  - criterion referenced testing techniques
  - techniques for teaching by performance objectives
  - activities to achieve the objectives
  - classroom management - individualization and grouping activities according to learning behavior, content and interest
  - record keeping

BEST COPY AVAILABLE

TABLE 13

PERSONNEL IN THE ESEA, TITLE I MIGRANT PROGRAM

(a) PERSONNEL POSITION	(b) Total Number of Personnel Who Provided Pupil Services and/or Instructional Activities	(c) Number and Percent of Personnel Shown in Col. (b) Who Speak Fluent Spanish		(d) Number and Percent of Personnel Shown in Col. (b) Who Participated in Staff Development Activities		(e) Number and Percent of Personnel in Col. (d) Who Received Special Preparation for Working with Migrant Pupils		(f) Cost of Staff Development Activities for Personnel Shown in Col. (d)		(g) Cost Per Person for Staff Development
		Number	Percent	Number	Percent	Number	Percent	ESEA, Title I Migrant	Other	
Teachers-Elementary	1,351	810	60.0%	1,260	93.3%	836	66.3%	$64,291	$38,456	$ 8
Teachers-Secondary	605	315	52.1%	459	75.9%	277	60.3%	13,544	26,911	88
Teachers-Elementary and Secondary	39	13	33.3%	31	79.5%	27	87.1%	3,013	552	115
Guidance Counselors-Elementary	52	15	28.8%	28	53.8%	16	57.1%	692	2,095	100
Guidance Counselors-Secondary	62	23	37.1%	50	80.6%	11	22.0%	1,251	2,220	69
Guidance Counselors-Elem. and Sec.	30	13	43.3%	13	43.3%	7	53.8%	412	1,698	168
Nurses	138	32	23.2%	82	59.4%	56	68.3%	2,322	9,328	142
Librarians	69	13	18.8%	37	53.6%	12	32.4%	570	6,656	195
Social Services Personnel	163	78	47.8%	76	46.6%	65	85.5%	2,459	1,395	59
Other Professional Personnel	214	74	34.6%	168	78.5%	123	73.2%	7,905	12,905	124
Teacher Aides	1,307	1,098	84.0%	1,158	88.6%	971	83.9%	36,469	37,788	64
Nurses Aides	94	81	86.1%	80	85.1%	59	73.8%	5,001	771	72
Library Aides	81	40	49.4%	53	65.4%	24	45.3%	1,048	280	25
Other Nonprofessional Personnel	315	250	79.4%	150	47.6%	59	39.3%	1,451	2,450	26

BEST COPY AVAILABLE

Approximately 1,500 participants were scheduled into a total of 21 summer institutes to receive special training and skills. Each institute provided training for teachers, aides, administrators, supervisors, or combinations of these personnel. Each institute concentrated on a specific area of concern for educating the migrant child.

The institutes ranged in length from 10 days to 25 days of instruction with up to 6 hours of college credit available for participation in the longer institutes. The following universities or colleges participated and offered undergraduate or graduate credit:

- Angelo State University (San Angelo)
- Bee County College (Beeville)
- Texas A&I University at Kingsville
- Texas A&I University at Laredo
- University of Texas at Austin

The following Education Service Centers provided institutes:

- Region I (Edinburg)
- Region II (Corpus Christi)
- Region XIII (Austin)
- Region XVII (Lubbock)
- Region XX (San Antonio)
- West Texas Cooperative consisting of:
  - Region XII (Waco)
  - Region XIV (Abilene)
  - Region XV (San Angelo)
  - Region XVIII (Midland)

TEXAS SUMMER CHILD MIGRANT PROGRAM

A total of 12,249 students in 44 school districts participated in the 1974 summer program, approximately 1,600 more than in 1973. More than 96 percent of the participants were Spanish-surnamed. The per pupil cost of the summer school operation was $149.

Students participated in instructional activities and received pupil services funded through ESEA, Title I Migrant. A total of $1,828,698 in ESEA, Title I Migrant funds was expended for the summer programs. Table 14 displays the amount and percent of ESEA, Title I Migrant dollars expended according to area of expenditure.

TABLE 14

EXPENDITURE OF ESEA, TITLE I MIGRANT FUNDS
FOR 1974 SUMMER PROGRAMS

BEST COPY AVAILABLE

AREA OF EXPENDITURES	Amount of ESEA, Title I Migrant Funds Expended	Percent of Total ESEA, Title I Migrant Funds Expended
Staff Development	$60,302	3.3%
Instructional Personnel	808,270	44.2
Instructional Materials and Supplies	520,217	28.4
Pupil Services	169,516	9.3
Pupil Services Materials and Supplies	181,780	9.9
Program Planning and Development	10,868	.6
Program Evaluation and Research	945	.1
Dissemination and Replication	872	.1
Instructional Media Selection, Acquisition, Development and Use	11,398	.6
General Administration	55,681	3.0
Equipment	5,457	.3
Parent Involvement	3,339	.2
TOTAL	$1,828,645	100.0%

Students participated in programs offering a variety of instructional activities, as well as enrichment, physical education and recreation activities. The participation of pupils in summer ESEA, Title I Migrant funded activities is shown in Table 15.

TABLE 15

PARTICIPATION OF PUPILS IN ESEA, TITLE I
MIGRANT SUMMER ACTIVITIES

BEST COPY AVAILABLE

ACTIVITIES	Number of Pupils Participating	Percent of Total Summer Participants
INSTRUCTION		
Reading	9,268	76.0%
Mathematics	9,645	79.0%
English Language Arts	7,787	64.0%
Oral Language/Language Development	8,936	73.0%
Preschool	1,367	72.7%*
Natural Sciences/ Social Sciences	8,606	70.0%
Enrichment Experiences	9,358	76.0%
Physical Education, Health, Safety and Recreation	9,985	82.0%
Special Education	429	4.0%
Bilingual Education	4,696	38.0%
SERVICES		
Social Service	5,706	47.0%
Food	10,201	83.0%
Clothing	5,772	47.0%
Transportation	9,031	74.0%
Fees	5,278	43.0%
Guidance and Counseling	1,478	12.0%
Psychological Services	54	.4%
Dental		
Screening	4,449	36.0%
Referral	799	7.0%
Medical		
Screening	4,430	36.0%
Referral	681	6.0%

* Percent of all Pre-Kindergarten and Kindergarten students.

Numbers of personnel involved in the summer migrant program are displayed in Table 16. According to the data received for the summer program, the pupil-teacher ratio was approximately twenty-two to one (22:1)

TABLE 16

PERSONNEL IN THE MIGRANT SUMMER PROGRAM

BEST COPY AVAILABLE

PERSONNEL POSITION	NUMBER OF PERSONNEL
Teachers - Elementary	454
Teachers - Secondary	39
Teachers - Multilevel	63
Guidance Counselors - Elementary	5
Guidance Counselors - Secondary	1
Guidance Counselors - Multilevel	2
Nurses	30
Librarians	21
Social Services Personnel	10
Other Professional Personnel	56
Teacher Aides	506
Nurses Aides	18
Library Aides	15
Other Nonprofessional Personnel	259

BEST COPY AVAILABLE

Test results from less than half of the participating students, with no assurance of random selection, and on only the reading and mathematics programs do not allow one to make conclusions on a statewide basis with a great amount of confidence. However, the available data indicates that:

(1) Reading ability of the migrant student is improving and

(2) Almost half (48 percent) of the migrant students are showing gains equivalent to or better than the general population in mathematics.

Last year selected reading programs could be found that produced gains of greater than .85 month per month of instruction. But statewide, no identifiable type of reading program produced gains of more than .78 month per month of instruction. (The range by type of program was from .62 to .78). This year the average gain for all reading programs was .80 month per month of instruction.

One of the more important functions of any evaluation is the feedback cycle, which is directed at providing evaluative information to decision makers at a point in time when decisions are needed. Since the programs are funded on a year to year basis, this point in time for the migrant program is between school years. Because the approval process for new programs begins prior to the receipt of evaluation information on present programs, the feedback cycle has not been very effective.

A change in both the format of the reports from the local districts and the reporting date was recommended by the Division of Evaluation and approved by the Texas Education Agency. A major intent of the change is to allow better utilization of the evaluation cycle. That is, to allow use of the evaluation results in establishing priorities for funding activities the following year. The new format is more closely tied to the objectives of the funded programs of each local district and all instructional objectives, not just those in the areas of reading and mathematics, must be measured by utilizing some objective measurement approved at the time of funding.

It is recommended that the Texas Education Agency collect on its annual evaluation reports only information that will be useful in judging to what extent local districts met the objectives approved in the Consolidated Application for State and Federal Assistance. This information needs to be made available to the Division of Program Funds Management and Migrant and Preschool Division personnel in time for it to be useful in the decision making process for the funding of programs.

The limited funds made available under ESEA, Title I Migrant are not sufficient to meet all of the educational needs of the Texas child migrant. However it appears that most local, state, and federal authorities are making a judicious effort to plan, implement, and evaluate educational programs, services, and activities for the children of migratory farm workers.